

THE SYSTEM OF EDUCATION AND ITS INTERACTION WITH THE CONCEPT OF SPIRITUALITY

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ABSTRACT

On the basis of the reforms carried out in our country, while the education system is in the main place, the changes that have taken place in the education system, the achievements gained in this regard and the existing problems are identified and proposals on their practical solutions are of great scientific and practical importance. The process of education and training embodies the sum of individual and social, conscious and unconscious influences on a person, is aimed at an individual, at a certain community, at a people or nation. This article examines the system of education and its interrelationships with the concept of spirituality.

KEYWORDS: Society, Spirituality, Education, Youth, Reforms, Social Life.

INTRODUCTION

Today we are living in a time when our people are putting noble and glorious goals before them, living a peaceful life, first of all relying on their own strength and opportunities and achieving great results in the construction of a Democratic state and civil society. It is known that education is the main factor that increases the individual's cognitive abilities. Systems aimed at the cultivation of individual abilities are manifested in the manner of certain didactic rules. Didactic principles set out the requirements for the content and processes of Education. The purpose and functions of Education vary historically in accordance with the social system, as well as the function of certain educational institutions. "If we explain the legalities of the educational process, they are the necessary links between the parts of education as a whole, arising from the need for an evolutionary projection of the educational process. Indeed, the necessary link between the educator and the educator or the educational program and the necessary link between the educator and the educational program"[1].

MAIN PART

The positive qualities, qualities, values of our ancestors, as well as the historical social experience they have acquired, the source of knowledge and knowledge represent the professional skills of the educator. Therefore, the skill of upbringing is sometimes interpreted as art. The decisive factor in the development of a person as an independent

person is also considered as the result of the educational work carried out by society. Education is also a conscious practical activity aimed at a specific goal, carried out according to a specific program, plan. [2]

"Education as a social institution is a phenomenon that arises at the stage of the development of a particular society. Similarly conscious educational influence directs human activities towards the benefit of a particular social group, stratum, individual or nationtiradi." [3]

About spirituality it is possible to say, write as much as possible. But spirituality is not philosophy, with all the interpretations of the world, with the help of which you define and understand the rule of law, you can be valued as an intelligent, educated, logical-minded person, but these do not indicate that you are spiritually competent. Again, you can be extremely talented, about Vatan, about independence, about which you can end a wonderful revenge. Of course, talent is also a sign of spirituality, but Vatan prosperity with descriptive descriptions is not secured, independence is not strengthened. The main criterion of the spirituality of independence, the Foundation-a sense of responsibility. [4]

Spirituality always develops in harmony with enlightenment, that is, with knowledge. If we can achieve the harmony of each of the two, we can achieve the upbringing of our youth as spiritually harmonious, faithful, patriotic, humane, conscientious, pious, honest and pure people. The fact that a person occupies knowledge and knowledge and applies them in everyday practical activities leads to the further strengthening of many spiritual qualities, such as conscience, faith, sincerity. [5]

LEVEL OF STUDY OF THE SUBJECT

Today in our country it is possible to recognize the activity of the educational process on the basis of a system consisting of meaningful and organizational and methodical principles: [6]

1. Meaningful principles of education. They reflect the laws that relate to the selection of educational content and represent the following ideas:

- Citizenship;
- Science;
- Educative education.

The principle of citizenship. According to him, the content of education should be manifested in the development of the subject of the individual, in the direction of his spirituality and social maturity. It provides for the humanization of the content of education and is connected with the formation of an understanding of citizenship, the system of reflections on the social and political structure of the Republic of Uzbekistan, the psychological features of the culture of the Uzbek people, its mental features, the formation of reflections on such pressing issues as national policy and culture. [7]

The principle of the science of Education expresses the content of education in accordance with the level of development of modern science and technology, the experience of the world civilization. This principle requires that the content of Education, which is carried out during and outside of education, is aimed at bringing the students closer to revealing the

object scientific facts, phenomena, laws, modern achievements and prospects for development, and to acquaint them with the main theories or conceptions of this or that area. [8]

The principle of upbringing of education relies on the laws of unity of education and upbringing in a holistic process. This principle implies the formation of a harmoniously developed personality in the educational process. Effective upbringing in the educational process is associated with the intellectual development of the individual, first of all, with the consideration of the interests, perception and individual abilities of young people. [9]

2. Organizational and methodological principles of education. The methodology of organizing education can not be freely chosen as the formation of educational content. In this regard, it is necessary to take into account certain social, psychological and pedagogical requirements. Such requirements are expressed in the content of principles that are considered organizational and methodological principles of Education: [10]

- Consistency, systematization, sequence of education;
- Consciousness and creative activity in education;
- Visualisation in education;
- Effectiveness and reliability of training (consistency);
- Understanding of education;
- The relevance of education to the age and individual characteristics of students;
- Pedagogical cooperation.

The effectiveness of social reforms taking place in society depends on the spirituality that its citizens possess. The moral and moral foundations of the development of society are:

- Loyalty to universal values;
- Colonization and development of the spiritual heritage of our people;
- The free manifestation of a person's abilities;
- Patriotism.

After all, the development of society dictates not only its economic development, but also its spiritual growth.

Spirituality is one of the main criteria that determines the development of society, the perfection of the nation and the perfection of personality. Therefore, the issue, which is now closely related to spirituality, is the system of Education. We can see the link between these two is confirmed by the various reforms currently being carried out. [11]

"Spirituality serves to strengthen the mind, perception and intelligence kengaytirib, to add strength to the power of man over all his life. It is an invaluable treasure of spirituality and spiritual wealth, values, state, nation, personality and a source of development"[12].

Spirituality is a positive, spiritual factor that determines the strength, development, opportunities and prospects of a person, people, state and society. A spiritual person is

educated, has a certain profession, is a faithful citizen of his homeland. Moral and moral education and the requirements to it in order to form moral qualities corresponding to certain social and moral requirements in this society is to influence the person in accordance with his consciousness, qualities and behavior and systematically. [13]

The duties of spiritual and moral education are as follows:

1. Formation of spiritual and moral consciousness in youth.
2. Upbringing and development of spiritual and moral feelings in them.
3. Content of spiritual and moral behavior skills and habits in young people.

According to the essence of spiritual and moral education, human consciousness is connected with society, it is a duty before society, it understands the dependence of its behavior on the level of development of society, the moral norm recognized by society, the violation of ideal and responsibility for the fulfillment of requirements, the transformation of spiritual and moral knowledge into a belief, and the understanding that it is, it consists in the formation of spiritual-moral habits and others. [14]

In connection with the emergence of the need to put on the agenda the issue of restoring national and universal values in the content of spiritual and moral education, there have been fundamental changes. Of course, since the future of the country depends on the growing youth, one of the main tasks that we have now is to educate young people as spiritually competent, knowledgeable and intelligent people, to love them from the heart the land where our ancestors lived, to preserve every inch of her land, to become a worthy generation of our ancestors, to form [15]

In addition, being in the educational institution as a value to young people is also becoming relevant. After all, one of the most important, fundamental principles in the principles of education is the humanization and democratization of education, the main essence of which requires the reader to be in a human relationship with his person, to liberalize the educational process. [16]

CONCLUSION

Another most valuable value in spiritual-moral education is freedom. Along with the democratization of Education, a person develops respect for his freedom and right. And this in turn educates the skills of the reader to feel responsibility in his person, to adhere to a conscious discipline. Also of great importance is patriotism, friendship and cooperation among peoples, sense of responsibility, upbringing of duty, honor, conscience, order, fairness and other qualities. [17]

Top top the content of moral and moral addictions in the behavior system. In this regard, it is desirable to fulfill the following requirements:

- The upbringing of moral and moral qualities in young people is carried out with the expression of the educators of their point of view in cases of active life situations, violation of moral norms;
- To train skills in the organization of actions aimed at evoking in a person the feelings that he / she aspires to his / her ideal;

- To carry out the work on spiritual and moral education, taking into account the experience of the educators, the acceptance of the rules of upbringing and their readiness to do so, the understanding of the merits of good and bad behavior;

- High moral and moral qualities in educators-humanity, human dignity, kindness, politeness, culture of treatment in the organization of social relations and compliance with the rules of morality, etc. should be content. [18]

In the organization of spiritual and moral education, it is necessary to pay special attention to the negative habits that are visible in the behavior of young people-to speak hard in community places, to use rude words, to give in to emotions, to speak thoughtfully, to think in the direction of events that are not credible and not confirmed by evidence.

It appears to be trivial, but the fact that the individual is in such a state of habit as it is necessary to have success in the organization of future life and professional activities is considered to be one of the important tasks of the teachers to help the students. [19]

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